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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR MARCH 10, 1930

EDITORIALS:—
Testing Imagination 279
Education in the South 279
Achievement at Decatur 280
H. W. Chase Accepts 280
Dr. Bamberger's Promotion 280
Matthews and Swetman 280
Meredith to N. Y. U. 280
Ventnor, N. J., Demonstration 281
New Jersey Problems 281
Marietta Johnson of Fairhope 281
University of Florida 281
Land Tide 281
BELDING'S PAGE 282
School and Library 282
Sports Evaluated 282
Look at Your Town 282
WHAT A SUPERINTENDENT EXPECTS 283
By S. Monroe Graves
MY TAPESTRY (Poem) 285
By Mary Miles Colvin
INTER-SCHOLASTIC COMPETITION FOR GIRLS 286
By W. K. Main
FUNCTIONS OF A NORMAL SCHOOL 287
By J. H. Carfrey
MAKING FRIENDS (Poem) 288
CHALLENGE OF TOMORROW 289
By Nat G. Barnhart
THEY SAY 290
PERSONAL AND PROFESSIONAL 291
EVERYDAY LIFE IN RUSSIA 292
By L. H. Putney
CHRONIC INFANTILISM 294
By Arthur Dean
CHARACTER CHATS 295
By Joseph B. Egan
Compassion—I 295
Compassion—II 295
Compassion—III 295
The Living Fountain—I 296
The Living Fountain—II 296
EDUCATION IN ACTION 297
TREND OF THE TIMES 299
THE BOOK TABLE 300
GRINS BETWEEN GRINDS 301
IF THE FLAG COULD SPEAK 302
By Selden Carlyle Adams
WHO KILLED GOOD GOVERNMENT? 302
ROBERT LOUIS STEVENSON'S CODE 302
SOME OF THE THINGS ROOSEVELT SAID 302
WANTED! 302
PROVES PERSEVERANCE WINS 303

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EDITORIALS

Testing Imagination

HARLOW SHAPLEY, Harvard's world-famous astronomer, says the meteor that fell in Central Poland in 1868 was one of a shower of a hundred thousand meteors that traveled at the rate of thirty-five miles a second for ten billion years, and overtook the earth, which was traveling in the same direction at the rate of twenty miles a second.

What kind of brain must a man have who can be as confident of his scientific knowledge as that?

Some of us are surprised that one man has gone more than five miles away from the earth, and here is a man who is not in the least surprised that one of a hundred thousand tourists caught up with the earth sixty-two years ago after it had been racing after us ten billion years at a pace fifteen miles an hour faster than the earth was going.

Education in the South

AN AMERICAN minded country will be an especial benefit to the South educationally. The South is already being restored to the leadership in culture and chivalry which distinguished it for two hundred years after the landing of the Pilgrims at Plymouth.

There has always been a vein of choice personality in the South, but now this spirit of culture is being universalized democratically. A single illustration must suffice for the present. Much more will appear in these columns later.

The State Teachers College, Richmond, Kentucky, Dr. H. L. Donovan, president, has an equipment for education, personal comfort, and social luxury that is far beyond anything in any State Teachers College a few years ago.

There is an elegant modern auditorium seating two thousand persons comfortably, with a large stage, and several rooms for talent; a library with

30,000 books and a children's library of 3,000 books, an annual budget of $6,000 for books, and several trained librarians to promote the efficient use of the library.

There is a new dormitory, with every modern comfort and luxury for women students in their rooms and the social appointments rivaling women's social clubs, and the expense is less than it would cost to live at home.

There are almost limitless acres in fruit trees, vines, gardens, and fields yielding diversified luxuries and providing well-paying opportunities for men students to pay their way in the college.

This Teachers College has a thousand young men resident on the campus during the year, equipping themselves for teaching, welfare service, and noble citizenship.

There are two thousand women students on the campus during the year and more than a thousand men and women earning academic credits by vigorous correspondence courses.

The standard of scholarship and the professional spirit are equal to State Teachers Colleges anywhere.

This is the New South education created by the new America mindedness.

The Richmond State Teachers College is a sample of what we are seeing in the School of Education of the State University at Lexington, and at other State Teachers Colleges in Kentucky and other Southern states.

Achievement at Decatur

THE old-fashioned way of teaching composition by magnifying what children could not write and the way they did not write has given way to the achievement spirit of this decade.

Dr. Edwin O. Grover of Rollins College, Winter Park, Florida, has published two books of verses of his college students. Several high schools publish verses by students each year.

Superintendent William Harris, Decatur, Illinois, has published "Our Garden of Thoughts," one hundred and forty-four verse creations of fourteen elementary schools.

Sarah Mark Imboden selected 300 contributions from which the 144 were chosen by a University professor of English and the head of the English department of the Senior High School of Decatur.

Each of the fourteen elementary schools is represented in "Our Garden of Thoughts."

H. W. Chase Accepts

THE acceptance of the presidency of the University of Illinois by Dr. Harry Woodburn Chase, president of the University of North Carolina, solves a problem that has been the talk of educators for several months.

There has been an exceptional effort by the committee responsible for the choice to satisfy the faculty, the alumni, and public sentiment.

For various reasons Dr. Chase is regarded as an outstanding university president because of his New England reputation and his famous success in North Carolina.

It is interesting to have Yale undergraduates and alumni protest against the acceptance of an eleven-million gift from Edward S. Harkness.

Dr. Bamberger's Promotion

NOTHING in professional education this year has such significance as the choice of Dr. Florence E. Bamberger as successor to the late Dr. Edward F. Buchner as director of education in Johns Hopkins University.

The choice of a woman as the chief official in professional education in one of the most scientific institutions of the country is epoch-making.

Dr. Bamberger was selected by Dr. Buchner as his associate because of her efficiency as assistant superintendent of public schools of Baltimore.

This was one of the first demonstrations in this country of recognizing achievement in public education above professionalism.

Education in Johns Hopkins University functions with a great public school system as education in no other university has ever functioned with the public school system of any great city.

In this Dr. Bamberger was the vital factor, and her promotion was inevitable. There was no one in the faculty of any other School of Education in the world who could have been considered as a possibility.

In this decade, noted for its appreciation of achievement in education, nothing has the significance of this recognition of Dr. Florence E. Bamberger.

Harvard University gets another half-million-dollar gift with no entangling strings thereto.

Matthews and Swetman

A. J. MATTHEWS, long time president, Tempe, Arizona, State Teachers College, at the age of seventy-one will become president-emeritus on July 1, but will continue to live on the campus. He has been one of the national leaders in education for a quarter of a century.

Ralph W. Swetman, president, Humboldt State Teachers College, Arcata, California, will succeed Dr. Matthews.

Meredith to N. Y. U.

ONE of the important announcements of the new year is Dr. Albert B. Meredith's acceptance of the deanship of administration of New York University. No state superintendent

has achieved more in creation in education recently than has he, and he is of high university talent in every respect.

Incidentally it is worthy of note that Alonzo F. Myers, of Dr. Meredith's staff, also comes to New York University as assistant to Dr. Ambrose L. Suhrie, of the State Teacher Training Department.

Ventnor, N. J., Demonstration

VENTNOR, New Jersey, has pursued the following plan in correcting papers. A group of thirty teachers are gathered together from 12.50—1.30 p.m. The principal reads the answers, and each teacher marks and totals a paper. It requires about ten minutes to complete one round. In four rounds it is possible to correct one hundred twenty papers. This year there were one hundred four pupils taking the examination and over twenty thousand answers were checked at one sitting by the teachers. In two sessions the set was completed and necessary rechecking done.

Conrade Hubert, whose six million dollars left for eleemosynary and great institutions of learning have recently been assigned to various causes, was a poor Jewish immigrant from Minsk, Russia. David Sarnoff, general manager of the Radio Corporation of America, was also a Jewish immigrant from Minsk, Russia.

New Jersey Problems

IT IS ALMOST as difficult to get twenty major cities, sixty lesser cities, twenty-one counties and innumerable organizations in New Jersey to agree on a change in a policy in education as to get the United States Senate to agree on a tariff.

We recently heard Dr. Updegraff tell exactly what New Jersey should do, but he lives a thousand miles from New Jersey, and was talking on general principles uninfluenced by local interests.

Marietta Johnson of Fairhope

A THIRD of a century ago the School of Organic Education was opened at Fairhope, Alabama, with six children. Today it is an international institution with a lovely campus, beautiful buildings, and an inspiring spirit of modern education. It was a delightful experience to see what Marietta Johnson has achieved at Fairhope, but her influence now is as creative in New England in July and August as at Fairhope in February and March.

The Ohio State Educational Conference, April 3, 4, 5, will be an important celebration of its tenth annual meeting with thirty-two out-of-state speakers. It will rival in quantity and quality any meeting of the Ohio State Association. It will be genuinely national in character.

University of Florida

THE achievement of Dr. John J. Tigert as president of the University of Florida in one year gave him distinction as a university president, and suggested the probability of a famous State University in the near future.

It is useless to prophesy as to the size of the university at Gainesville, but stranger things have happened than for the University of Florida to have a great enrollment, representing every Northern state. Think of forty acres of out-door playgrounds, equipped for every field game, in use every day in the year!

There is no cause to hesitate to give Florida University high place in equipment for leadership in science, art, and industry and eminence in faculty rating.

Think of a university that had three students in the legislature last year, one of whom was chairman of the Committee on Appropriation of the House.

Only one other Southern State University has had a thousand per cent. increase in financial resources in the last ten years.

There is no other university that has all of the State and Federal appropriations for the education of white men above high school level.

There is no state university that is more free from student disturbances of any kind than is the Gainesville Institution. The fact that out-of-doors life is attractive in all seasons militates against social abuses when indoor life is a necessity much of the year.

Good roads all the year make Gainesville the scholastic Mecca of a wide range of Florida and Georgia.

President Tigert is a youth-loving personality. It was his popularity with the youth of Kentucky that first gave him a reputation for leadership. It was this largely that led to his selection as Federal Commissioner of Education.

There is no known reason why the term "high school" was ever used, but it was used in Boston in the creation of the English High School in 1826, and it has been in universal use ever since.

Land Tide

DR. HARLAN T. STETSON, Ohio Wesleyan University, thinks he has discovered that the moon has the same effect on land that it has on water, and that there is a land tide as clearly established as an ocean tide, only it is a scientific specialty, and does not as yet affect real estate, and has not been known to have an alarming land-tidal wave. It is really wonderful what these university professors are discovering for scientific amusement.

Belding's Page

SCHOOL AND LIBRARY

RELATIONS between the public schools and the public libraries are not always so smooth as they might be. The libraries usually are glad to render what help they can to the boys and girls who come to them to look up special topics or to obtain copies of certain books. Often, however, the libraries are unable to supply the material needed. This may be due to some unaccountable gap in the books they ought to have—and this lack, in turn, may be due to scarcity of funds or to poor judgment on the part of the selecting committee.

If a library is reasonably well equipped, it may still have extreme difficulty meeting the demands of pupils, arriving in hordes to demand some particular information or some specified volume.

It would be a good idea if teachers would warn librarians in advance of some foray about to be made upon their resources, in order that they may be ready to meet it. It would even be a mark of consideration if teachers would inquire whether the desired material is available before definitely deciding to assign topics requiring it.

The schools should scan with particular caution prize essay contests suggested by organizations and interests outside the schools. Often such contests are of little educational value. To foist them upon an English class or a history class as compulsory work may be a gross injustice.

Sometime a committee of citizens will evolve a set of essay subjects that is utterly unfitted to the mental capacities of the children or the facilities of local libraries.

It's a fine thing for the schools to be closely linked with the big world beyond their doors. It is difficult for the schools to refuse the well-meant requests of patriotic societies, for example, for co-operation. But in the name of education some of these requests need to be turned down.

SPORTS EVALUATED.

THAT some athletic sports are more valuable than others as means to physical and health education would scarcely be denied by any one. Yet it is astonishing how little attention has been given to determining the comparative values of the various sports.

The Society of Directors of Physical Education in Colleges made an excellent beginning along this line last year, in securing a composite opinion from its membership. The members were asked to weigh each form of athletics from five viewpoints, and to rate each accordingly.

The five viewpoints, as reported by a member of the society, William R. LaPorte, of the University of Southern California, who conducted the inquiry, were as follows: Physical value, social value, psychological value, safety value in everyday life, and recreational value in adult life.

Although the ratings obtained refer directly to physical instruction in colleges, they are suggestive of a wider application.

The highest place is given to swimming and diving. Tennis comes second. Football is third. Basketball is fourth. Squash and squash tennis are fifth. After that the list runs: 6, soccer; 7, baseball; 8, life saving; 9, speedball; 10, playground ball; 11, golf; 12, boxing; 13, handball; 14, water polo; 15, volleyball; 16, touch football; 17, gymnasium games and relays; 18, modified games; 19, wrestling; 20, track and field; 21, tumbling and pyramids; 22, fencing; 23, gymnastic dancing; 24, folk dancing; 25, clog and tap dancing; 26, heavy apparatus; 27, horseshoes (quoits); 28, archery; 29, free exercise; 30, marching.

Here at least is an attempt at scientific approach to the problem of the physical education curriculum. The method heretofore employed has been one of guesswork or the personal whim of the instructor.

LOOK AT YOUR TOWN

SOME communities grow to ugliness. Others grow to beauty.

What makes the difference?

It may be the accident of having a few prominent, influential men or women who know what is good taste and are able to impress their views upon others. Or it may be due to the general artistic standards and civic pride of the residents.

Certain communities are so busy making money that the thought of architectural comeliness has scarcely occurred to them.

Herein rests the importance of cultivating in the public schools an appreciation of the beautiful. It may make for discontent—as enlightenment usually does, along whatever line. But only through discontent is progress possible.

In the art classes of America today the seeds are being sown that should bring rich harvest in the planning of our cities—their public buildings, their streets, their homes and gardens.

More emphasis upon these phases of art is desirable in some instruction. Yet the general training in appreciation of beauty and even the attempt to produce beautiful things are bound to bear good fruit in the physical appearance of our cities, and, not least of all, the countryside, where blatant signboards and discordant wayside stands now frequently mar the landscape.

Auson W. Belding

Associate Editor.

What a Superintendent Expects

By S. MONROE GRAVES

Superintendent, Wellesley, Mass.

I.—APTITUDE.

WHAT is it that the superintendents of schools upon whose shoulders fall large responsibilities for the developments of educational procedure in our various communities expect of the professionally trained teachers? First of all, I believe that the superintendent expects of the individual *aptitude* for the work which the individual is to undertake. This aptitude must carry with it an ability for successful performance. There are in the teaching profession today, I regret to say, a few individuals who, because of a lack of aptitude for the profession in which they are engaged, are not realizing in full measure the opportunities open to them. Yet as I say this I should also state my belief that in the teaching profession there is as high a percentage of aptitude, if not higher, than in any other profession where the aptitude test may have been applied. Nevertheless, I am not content to measure our standards by the scale of mediocrity in the profession which touches in the most vital way the life of our nation. I would ask that our teachers' colleges accept as students only such men and women as undoubtedly are clearly qualified by aptitude to carry on the work which they are preparing in these institutions to do.

I realize that I am making a large demand, but I feel certain that the end justifies the means. There is no room for mere "pass" students in the realm of public school instruction. Persons contemplating this field of activity should possess the highest mental, moral, and physical fitness possible. They should be possessed by such a longing for service that no sudden attraction shall turn them aside from their undertaking. Within them there should be a constant desire to do well the thing first in line for success in their chosen field. As I once heard my own mother say to one of her sons while discussing a certain vocation: "Don't go into it if you can stay out of it." So with teaching should we not urge young aspirants for teachers' training carefully to consider their aptitudes for such work, and not to enter the sacred profession unless they literally are "called" to it?

2. THOROUGHNESS AND WILLINGNESS

Next I would ask of the prospective teacher *thoroughness* and *willingness* to toil assiduously in the chosen profession. Aptitude without hard work never may hope to achieve the full measure of success whether it be in teaching or in any other profession. Thoroughness in preparation, thoroughness in the applied work, will augment the stamina necessary for persistence of effort even under trying circumstances, circumstances when hope for the progress of the individual pupil may seem to be at the lowest ebb, circumstances which may be made triumphant by a demonstrated spirit of unwillingness to give up. So often the spirit is willing but the body is weak. Yet this must not occur. The slogan of Verdun was: "They shall not pass." The watch cry of American teachers must be: "The pupils shall pass; at least as far as my individual opportunity as a teacher permits, no boy or girl shall leave my classroom without having received the full measure of thorough grounding in the fundamentals of living just as far as I possibly can teach them. I shall allow no stumbling blocks to get in the way of effective application and inspirational stimulation. Sequence and order shall be followed accurately, and my students and I myself will spare no proper effort in the satisfactory completion of the task which we have undertaken. Thoroughness and willingness to toil shall characterize all our work."

3. TEACHABLENESS.

Next I would ask that every individual going into the teaching profession have in high degree the quality of *teachableness*. Teachableness is as necessary for the teacher, and in some respects more necessary than it is for the pupil. The pupil, we assume, may come to the teacher in different states of mind. He may be moody, he may be recalcitrant, he even may be, some would say, hopeless. For such a pupil the teacher must have great adaptability and be willing to learn new methods and always be open-minded to new possibilities.

Every so often I would have the instructor of youth climb to some mountain top so that from such eminence he might see how much more there is to be seen, how much more there is to be learned, how much more there is lying beyond our daily vision. I would have the teacher himself look deeply into the new and wonderful pages of science, looking far down to the molecular energy so powerful and yet so difficult to comprehend. New and fascinating theories of the universe I would have the teacher ponder in terms of the old theories which it is hoped he already comprehends. In all this delving I would caution him to keep his feet on the ground like ancient Atlas lest he be overthrown in his own thinking and his new vision be thereby clouded. Not only must the teacher have a vision, but he must have a clear

vision, an accurate vision, and if you please, a "good" vision.

4. INTEREST.

In the truly successful teacher I also would ask a deep and abiding *interest* both in the children whom he teaches and in the subject which he is presenting to them. Without such interest the boy or girl becomes a mere pupil occupying a single seat in the classroom, a something to be coerced or persuaded as the over-ruling policy may dictate. The subject matter, too, becomes a mere matter of pages divided into lesson assignments. With the right kind of interest, however, that tousle-headed boy about ready to snap a paper clip across the classroom at that so-called flapper girl becomes in the eyes of the teacher the future industrial leader of a great business employing hundreds of helpers, and that girl in the eyes of the teacher becomes the mother of an American family carrying forward the heritage of those early men and women who founded this great nation on these shores of New England; men and women whose lives reached far back into the distant past for their solidarity; men and women whose heritage should go far forward, even past our own generation to strengthen still further the bulwarks of our nation.

Without such constant rebuilding our nation will become weaker instead of growing stronger. Like Alice in Wonderland we must keep constantly running even to keep where we are. George Washington and Abraham Lincoln would be amazed at the changes that have taken place on the American continent since their earthly sojourn here. Yet I have no hesitation in saying that George Washington and Abraham Lincoln would still observe what the real worthwhile fundamentals of American life today are and would urge with all persuasion close attention to these fundamentals in the teaching of our youth. They would urge attentive interest in the pupil as well as in the subject matter taught. They would urge the teacher to strengthen his own faith in boys and girls and caution him to keep abreast of the times by constant study and careful thinking. A deep and abiding interest in subject and in pupil can be maintained best only by such thoroughgoing process.

5. THRIFTINESS.

The teacher in our schools I also would ask to be *thrifty*, thrifty in the use of his time, thrifty in using the most economical methods, thrifty in judging his operations as well as his resources. Unless the individual himself is thrifty how can he hope to teach the habit of thrift to the boys and girls coming under his tutelage? Thrift we may cultivate by savings banks or special thrift systems. Its truest phase, however, we may hope to inculcate best only by having ever before the boys and girls the living example demonstrating in daily life the habit which we wish to foster.

It often has been said that no nation in the world is so prodigal as the United States in the waste it allows in all its walks of life. As I observe the situation, however, I am led to believe that the habit of waste is fostered most, only in those phases of life where increased consumption produces increased sales, and increased sales enlarge factory production. The outstanding example of this is perhaps in the automobile industry where a by-product, as it were, is now menacing our cities with its ugly collection of automobile graveyards, contaminating the ideals of beauty so much desired by municipal planning boards. We all are urged and actually do buy new cars when our old cars still are good for from twenty to a hundred thousand miles. But our desire is not only to travel, but to travel in lines, in colors, in designs of 1930. We are not happy unless we are in style. As I heard a supervisor of experience remark this week: "The newer teachers are the ones who have the newer cars."

6. UNDERSTANDING.

Equal to the qualities which I first mentioned but in no way supplanting them, I would ask that the teacher of youth be given the deep *understanding* of a Plato and Socrates, an understanding clarified by the philosophy of John Dewey, an understanding made sympathetic by close contact with Pestalozzi and the other great humanitarians in the world's history; an understanding made keen in its perception by a study of natural forces and natural consequences; an understanding widened in its application by world travel and world contacts; an understanding reverent in its worship of the Creator and His manifestations.

The habit of introspection is a habit which the East often complains is lacking in the West. I do not argue the benefits of Oriental slowness or even of Oriental philosophy. I do recommend the study of philosophy as taught by our own great sage, John Dewey. I would have teachers and prospective teachers read and reread Emerson, Henry James, Josiah Royce, and John Dewey. Yesterday a man of mature years, a man who has passed through many vicissitudes of life, while in my office remarked that early in life he formed his philosophy of life. And it was a good philosophy. It carried him through, and I should add he said that a woman, a "mere" woman, if you please, taught it to him. All who would teach need a sustaining philosophy to aid their understanding of life's values, life's conflicts, life's conclusions.

7. DEVOTION.

And with understanding I would ask that the teacher possess a real sense of *devotion*, devotion true in its reverence for the best in heaven and in earth; a devotion holding sacred the true principles of American democracy; a devotion remaining

steadfast in its pledge to the American home and to the opportunities of American childhood; a devotion calling for a true pledge to the ethics of the profession followed; a devotion to give all in the realization of the best results possible from the talents given into the individual's keeping.

8. EDUCATIONAL EXPERIENCE.

And with all these qualities you will agree with me, I am sure, that there should be found in the schools of our country men and women rich in *educational experience,* men and women who, having passed under careful supervision through the training classes of our teachers' colleges, shall have ripened during the years of work which they have carried on, so that they may stand out clearly in the offing, lighting well the lanes of progress for the younger men and women who may enter the teaching profession.

One of the greatest difficulties in educational progress, especially during the decade preceding our own, has been the large number of changes each year in our teaching staff. Young men and women who enter the educational field will become stronger teachers if they accept their work as a permanent profession. Frequent changes from one business to another are not conducive to the accumulation of greater business insight or to larger business success. The expert in any activity needs many years of successful experience in his chosen vocation. In teaching as in other vocational activities the continuance of further professional improvement will be much aided by longer terms of professional service. Teachers, in order to know their work best, must plan to give their best years to improvement through actual experience in teaching. Our schools will have large returns from the brave women who are willing to occupy the front trenches for a considerable period of time, strengthening the lines through the lessons of experience.

Summarizing the qualities which I have just considered, you will find that taken together they will spell that one great quality which may be tested with scientific alchemy, and if not found wanting will always mean so much to the successful teacher. A-T-T-I-T-U-D-E. Aptitude. thoroughness, teachableness, interest, thriftiness, understanding, devotion, educational experience, all may be included in the one word A-T-T-I-T-U-D-E, a word, however, which loses its significance unless properly constructed.

I would have the men and women in charge of the instruction in our schools possess all these qualities developed in high degree; then I believe we can refine our great educational undertaking, I think then our mass production can be crystallized in the process of refinement so as to produce those qualities which the founders of our nation considered very desirable.

We then shall find more reverence in the children whom our teachers teach. Then we shall find more devotion to high ideals and high public service. Then we shall find fewer wrecks along the highway of our moral life. Then we shall see larger development of the fine arts and the more happy and successful cultivation of those refinements of life which make for the keen enjoyment of leisure time and the happy solution of life's most complex problems for the individual. Then the young man and young woman not only will have the factual knowledge and the skill training so well accomplished in our present plan of mass education, but they will have in addition that great power of morale, personal morale, group morale; a morale, we hope, which will aid in correcting many of our national errors; a morale, we believe, which will aid in eliminating the willingness to transgress our statutes or to break our morale code. A morale, we trust, which will sustain the new generation in its proper use of the vast sources of power which soon in the course of human events will be given to it as a heritage of the nation.

My Tapestry

By MARY MILES COLVIN

I wonder how the other side will be
When I have finished weaving all my thread.
I cannot see the pattern nor the end
Of this great piece of work which is for me;
I only know that I must weave with care
The colors which are given me day by day.
And make of them a fabric firm and true,
Which will do service for my fellow men.
Sometimes these colors are so dark and gray,
I doubt if there be any line or trace
Of beauty there, but all at once there comes
A thread of gold, or fair bright blue, or rose
As deep as that at sunset after rain,
And then I know that there will always be
That one bright spot to cherish, yes, to keep.
And, maybe, 'gainst its ground of darker hue,
It will be beautiful.
The warp is held in place by master hands;
The master mind made the design for me;
If I but weave the shuttle to and fro,
And blend the colors just the best I may,
Perhaps when it is finished he will say,
"'Tis good," and place it on the footstool at his feet.

—The Springfield Republican.

Inter-Scholastic Competition for Girls

By W. K. MAIN
Superintendent, Elizabethton, Tenn.

NO PART of history dealing with human progress is more interesting than that of athletics, which had its origin back in the balmy days of Greece, nearly a thousand years B. C., and to this day we date organized athletics from the famous Olympic games. We have no records showing that girls took part in these contests of the early Greeks.

It was not until near the middle of the last century that inter-school competition had its beginning, and for many years time spent in athletics was considered as time lost, but the energetic spirit of youth conquered the old-fashioned prejudice, and today educators realize that athletics form an essential part of the curriculum. The Greeks knew that the cultivation of athletics went hand in hand with science and art, but it took civilization two thousand years to realize it.

For hundreds of years the public considered girls little more than chattel, created for nothing except drudgery and the rearing of families. Many a brave battle was fought and lost before the final victory of freedom and popular recognition was won.

Due to centuries of depression and stifled initiative, women have been poor leaders and inventors, and thus man has led in every enterprise except home-making.

We have no record of any modern competitive game having been invented or sponsored by a woman, thus the rules of games were constructed upon the principles governing the abilities of man. Such have been the causes of the girl's late entrance into organized athletics.

But thanks to the courage of our modern American girl. She has demanded her freedom and got it; she has spurned public opinion and won it; she has thrown off the yoke of fashion, and now designs it; she has entered the fields of sport and thereby developed a form, grace and agility surpassed only by the mythical Venuses and Atalantas of ancient Greece.

Athletics for girls were first within the walls of their own school, but soon the instinct or desire for supremacy became too great to be held within so small a place. Inter-scholastic competition was the natural outcome, and now practically every high school of any importance sends forth its husky team of girls to distant cities to bring home the olive branch from its vanquished foe. But many ask: "Is it worth the price?"

Many are there who still believe that adolescent girls should not engage in competitive games lest serious physical disturbance may be the result, but recent statistics on the subject will not bear out this statement. There can possibly be no harm to the health when the practice and games are under the directions of a wise and sympathetic coach. Every coach of adolescent youth should be required to take an examination proving his or her knowledge of protecting health and giving proper guidance to those entering games in this critical age. If such were true, health would be promoted rather than damaged. Futhermore, all participants should be required to have a certificate of health before taking part in strenuous games of competition.

Is the final outcome of inter-scholastic competition worth the time lost from school?

The time is not lost when handled by wise school officials and competent coaches. No student should be permitted to play who has not made the eligibility grade set up by the school. Every high school should have this eligibility grade, and it should be high. There is much disfavor on the part of school officials relative to principals and teachers giving outstanding athletes high grades when not earned, solely to keep them on the team.

Records throughout the land show that the best athletes are among those who rank highest in their classes. No time is lost that is filled with activity accompanied by sound thinking.

Will not the rivalry have a tendency to demoralize and sectionalize the competitive schools?

On the contrary. Where friendly rivalry exists the highest degree of efficiency is attained. Contact promotes friendship and good feeling as nothing else can. If nations knew the joys, pleasures and hardships of one another, there would be no more wars, and so it is with schools.

Poorly organized and sluggish schools have materially raised their standard of efficiency by coming in contact with schools more fortunate than they. They who excel are followed by a retinue of imitators. Contact broadens the horizon and quickens the initiative.

The greatest battle America has to fight is to keep from going to extremes. People are selfish and greedy. If they get a part, they want the whole. The friends of inter-scholastic athletics have had a hard struggle to get it recognized by those in authority as a part of the school curriculum. I would warn you as coaches not to betray the trust placed in you by overindulgence. Do not seek all the glory; be content with a part, less you lose the whole.

Coaches with an over amount of zeal to win sometimes forget the rules of the game, and resort to trickery and all manner of unfair methods. By the use of such methods the status of athletics of a competitive nature has been greatly lowered in the eyes of the public. Chief Justice William

Howard Taft recently declared: "Athletics have a dollar sign in front of them. . . . They have overshadowed the classroom. . . . Scholarship has been pushed aside and dwarfed." Read the current magazines and you will find a tremendous reaction on the part of the public against competitive athletics. Coaches who have stooped to conquer and gone to extremes are responsible for this negative reaction.

The modern tendency and clamor on the part of the thinking public is physical training for the whole group rather than the chosen few. Competitive athletics have practically eliminated those who are in greatest need of bodily development. These must sit on the sidelines, brooding over their physical defects, while those who by their very nature need little attention or physical development reap the plaudits of the coach and the glory of the public. The weak must have training. Theirs are the bodies which need development. This problem must be solved.

Inter-scholastic competition is good. It must not die. It will not die, provided those in charge and those participating will play the game according to the golden rule.

I, with thousands of others, rejoice in the freedom, independence and courage of the American girl.

Functions of a Normal School

By J. H. CARFREY

Reading, Mass.

THE Normal School as a factor in the production of teachers for the public schools has several functions.

The main function is to give to the state a well-rounded individual, able to do efficient work in the schoolroom.

The function of the Normal School is to send forth individuals who have definite and well-formed ideas concerning the development of the child, and a clear conception of the functions of the different subjects in the curriculum and their relations. Every teacher should know how to study and be able to teach others how to study. In view of this it would seem that an age limit for entrance might, with propriety, be considered. Too many graduates lack the ability to think through a proposition, reason logically, or think independently.

The teaching in the Normal School, the classroom recitations, ought to partake more the nature of discussions, and independent thinking. The kind of educational practice today is concentration in teaching and study. Graduates of Normal Schools need careful training along this line.

It is not enough simply to know the mechanics of teaching a subject. An outline for teaching a topic has its place, but an outline with no definite reason for its arrangement is almost worthless. It is a mechanical device. The function of the Normal School is to produce teachers who are able to get away from the purely mechanical in teaching, and to adjust themselves to the vital, life-giving, the inspirational and the practical.

Psychology, history of education, theory and practice, and school management should be culled and fewer topics in each taught, and greater stress placed upon the practical application.

We need teachers who teach understandingly; individuals whose minds have become more or less mature; teachers who have some power of initiative, who can think through a subject, and who are able to reason logically and consecutively.

It is not possible, and I would not be understood as advocating it, that we should produce graduates who have nothing more to learn; but it is necessary to send forth individuals who appreciate the calling in which they are to engage.

Another side of the teacher's training is that of culture and refinement, and her relations to the community. It is true that the home has much to do with the culture and refinement of the individual; yet it is the function of the school to impart the fundamentals of these. The instructors must be persons of culture and high ideals, accustomed to the demands of society. The teacher is to be a leader in the community. Greater attention to cultural subjects is needed.

Furthermore, the function of the school is to train for citizenship. That is, to train the teacher how to meet the needs of the community and to develop lines of work which adapt themselves to the interests of the specific town or city in question. If it is a farming community, the teacher should understand how to make a practical application of the subjects—language, literature, geography, arithmetic, etc.

Furthermore, it is the function of the Normal School to have a closer supervision of the practice teaching. There are two classes to be trained at present in the Normal Schools. First, those for primary work, or the first five or six years; second, those for intermediate work, or the upper

grade children. The two classes must have different treatment. The primary teacher has an entirely different field, and must proceed in her work from an entirely different standpoint. Therefore, the two groups in the practice school must be supervised each from a different basis. Each group should have during the course an opportunity for regular teaching in a room for which the novice is responsible. This teaching must be under close and constant supervision. Not so much the supervision that watches every move every hour in the day during the period of practice, but the supervision and discussion plan. One object is to develop individuality, device, etc., and to be able to give a reason for action.

In the development of elementary education it has become necessary that every teacher know something of music, drawing, science, practical arts, etc. While this is desirable and an apparent necessity, one is led to ask whether it is wholly practical. It does not seem practical, neither does it seem to be economical that all towns and cities should employ specialists who shall do the entire teaching of these subjects. The fact is, the Normal Schools must train the teachers to do the work. Therefore every teacher must know the fundamentals of these subjects and be able to carry them forward during the intervals between visits of specialists.

In this paper no attempt has been made to discuss the teaching of any specific subject. Whether English, for instance, should be taught one way or another or how much of the subject should be understood, or whether it should be separated into parts, etc.; whether arithmetic should receive treatment in a specific manner, and so on.

From experience in dealing with graduates from Normal Schools, I am fully convinced that too much stress has been placed upon the mere mechanics of teaching and not enough upon the development of individuality. Teachers are too mechanical and machinelike; they may know in a mechanical way the four or five steps in the teaching of a subject, but they lack the power of appreciation. In subject matter, reading, English, arithmetic, etc., it is the function of the school to teach not only methods of presentation, but also to see that the individual knows and appreciates the subject from the standpoint of the child—the relation of the elements of the subject, and the relation of one subject to another as it is to be developed in the child.

Some will say this cannot be done in the short time required for the course. It would seem to me that it is better to take a subject in itself as a subject—English or arithmetic for instance—and dwell upon fewer topics, and their relations, feeling sure the class knows the value, rather than to teach type lessons on all the different topics. This would allow the teacher to develop for herself the methods of teaching. The final aim is not so much to give such instruction that it will be known whether the teacher-to-be has the proper method in teaching the subject of "division of fractions," for instance, as it is to be sure that she knows the subject, "division of fractions," in its simplicity, its place in the development of the *subject arithmetic* and the child's mind in his relation to that subject.

The function of the Normal School is to give a product that has all-round development, not necessarily a product of academic preparation, but an all-round product professionally. Professional training is not simply the mechanics of teaching; it goes further and includes the cultural as well.

To sum up: The function of the Normal School is to furnish teachers for the schools who have more or less maturity of mind; able to appreciate the subjects to be taught, their values and their inter-relations; to appreciate child development; to appreciate the place of the school in the community, and to have an all-round development professionally.

Making Friends

If nobody smiled and nobody cheered, and nobody helped us along,
If every man looked after himself, and good things went to the strong,
If nobody cared just a little for you, and nobody thought about me,
And we all stood alone in the battle of life,
What a dreary old world it would be.

Life is sweet just because of the friends we have made and the things which in common we share;
We want to live on, not because of ourselves, but because of the people who care;
It's giving and doing for somebody else—on that all life's splendor depends;
And the joy of the world, when you have summed it all up,
Is found in the making of friends —Exchange.

Challenge of Tomorrow

By NAT G. BARNHART

Principal, Meadowview Public Elementary School,
Meadowview, Va.

THE greatest gift of the gods is parenthood. Next to parenthood comes teaching in all of its branches. It is a wonderful organization that unites these two forces into an all inclusive movement for the service of childhood. This organization is the Parent-Teacher Association.

Many public school communities in America have such a co-operative spirit where the parents and the teachers have banded themselves together to quicken the public conscience for better films, better law observance, better radio programs, better newspapers and magazines, and higher standards of honesty in political life and in world affairs.

The moral, intellectual, civil and religious life of any community, no matter how large or small, cannot be on a higher and nobler level than the lives of those who are the leaders. The public school cannot rise higher than its teachers. They alone cannot lift the citizenship of a given community to an ideal approaching perfection. They need the ever abiding help of intelligent parents.

It is the parent and teacher working together who can lift the youth of this great land of ours to the place where the citizens of tomorrow will be better than the ones of today. This is a challenge. Will the next generation throughout this country be more noble, more religious, more intellectual, more law abiding, than the present manhood and womanhood? Will the challenge be met?

How shall we lift the standards and ideals of this national American community? Shall we demand higher standards of conduct and ideals of the boys and girls in the church and the school, and permit our work to be destroyed by the loafer, the gambler, the half-breed, the prostitute, and the drunkard; through their insidious work of defying the laws of the land; sapping the life blood of the young manhood and young womanhood; and setting an example of living without the effort of honest toil? Will we let this class of people destroy our work? It should not be permitted.

The parent and teacher must co-operate with each other through every agency in every neighborhood, village, town and city, which has as its purpose the leadership of youth in this mighty country of ours. Herbert Hoover said: "The Parent-Teacher movement program covers the broad relations of the Home, the School, the Church, and the State."

The aims of the Parent-Teacher organization are to raise the standards of home life, to make possible a strong public opinion in arousing the whole community to a sense of its duty in this business of training boys and girls, men and women, for a more cultured, intelligent, and religious citizenship.

It is our duty to protect and safeguard the health of the children. This is the reason many schools have clinics of all kinds. Many are glad they have their children protected against diphtheria. Many children's lives have been saved for usefulness because the public school fought a battle to get this protection. To protect the health of the future citizens is the reason the schools have their varied health programs. It is the duty of all to see that every child is healthy so that other children may have the fullest protection.

There is another thing which many communities should do, if I am not mistaken. More shrubbery and trees could be planted to help make the school the beauty spot of the community. Why should we not make the schoolhouse and grounds the Mecca for lovers of charm and beauty?

When you and I are gone will the boys and girls of today be able to say of us that we helped them along life's way? I trust the time will never come when they will be able to look at us and say we led them astray. If as citizens of tomorrow they have to face the bar of civil justice I shall be sorry. Let us make our lives count with boys and girls in such a way that it will help them to become better citizens for their home, their church, their state and nation, and for their eternity with God.

TEACHING IN SECONDARY SCHOOLS

By
A. D. MUELLER, PH. D.

Professor of Education and Psychology, Massachusetts State Normal College

An excellent presentation of the fundamentals of modern high school procedure from the standpoint of interests and needs of the beginning teacher. It is a logical straightforward compendium of the factors involved in efficient teaching, and of methods of facilitation and testing the teaching and learning process.

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NEPHI JENSEN, judge, Salt Lake City:—

"English boys and girls have been taught for centuries the sanctity of the law and civil institutions. On the other hand the American has been led, all too frequently, to believe that the essence of Americanism is the right to do just as one pleases."

JOHN WILLISTON COOK:—

"Brilliancy of intellect may win warm admiration; superior scholarship may excite profound respect, or even extreme wonder; amiability of disposition may awaken enduring affection; but the supreme test of one's right to be a teacher is the ability to awaken in his pupil an overmastering disposition to reproduce his message in terms of life; without this outcome of his effort the cunning of the teacher's art is wanting."

JAMES E. ROGERS, director, National Physical Education Service:—

"Education today has two major tasks—to train how best to work and how best to live."

GLENN FRANK:—

"We have tried to teach our students what to think instead of how to think."

DANIEL L. MARSH, president, Boston University:—

"Social liberty is more important than personal liberty, and an enlightened public opinion is to mob psychology what sanity is to insanity."

W. J. BOGAN, superintendent, Chicago:—

"Europe, through her technical schools and courses, keeps abreast of the changing demands of a technological civilization by the spirit if not the letter of the phrase 'Be Your Age.'"

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"The problem of educational adjustment is much like a problem in forestation. The process is characterized by careful elimination of undesirable growths, by removal of units grown old and no longer useful so that new material may take their place, by judicial planting of new seeds from time to time, resulting in the continual advancement of a mature and ever-fruitful program for the practical education of American youth."

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"Teaching of reading, writing and arithmetic is only a fractional part of the work of the average school teacher. Nor is it the desire to fill a pupil so full of facts and figures that he becomes a walking encyclopedia. The purpose of education is to teach men to think; to provide the tools for a successful, happy, worthwhile life and point the way for the proper use of the instruction gained in school."

ROBERT A. MILLIKAN, Nobel prize winner, and president of California Institute of Technology:—

"Scientists are leaders of peace. War is now in the process of being abolished because of the advance of science. War will disappear like the dinosaur when conditions conducive to it have disappeared."

DR. CLARENCE TRUE WILSON:—

"Prohibition has proved itself to be infinitely better at its worst than the license system was at its best."

GLENN FRANK, president, University of Wisconsin:—

"Out of each 1,000,000 without schooling, only six attain distinction.

"Out of each 1,000,000 with elementary schooling, twenty-four attain distinction.

"Out of each 1,000,000 with high school education, 622 attain distinction.

"Out of each 1,000,000 with college education, 5,768 attain distinction.

"So it seems that for all their faults, and their faults are many, the schools are a good investment."

CLIFF MAXWELL, writer:—

"No matter how brutal the criminal, society will not save itself from his depredations by being more brutal than he is."

Personal and Professional

JUSTIN MILLER, dean of the Law School of the University of Southern California, has accepted the deanship of the Law School of Duke University, Durham, North Carolina. Dr. Miller has had an exceptional experience in law schools. He has been on the faculty of law schools of the University of Minnesota, University of Oregon, and University of California.

MRS. GRACE GREVES TRUAX, Sioux Falls, South Dakota, has been on the six-weeks' Institute circuit for nine consecutive years, and is engaged for the tenth season. She has an entirely new program each year, which, we think, is the record of professional achievement. She is a specialist in principles and methods of teaching, in music and physical education. She has the inspiration of one who is learning how to read and think and do new things, and how to do old things better.

DR. JOHN H. BENTON, dean of the College of Engineering, University of Florida, who died recently at the age of fifty-eight, was a member of the State University faculty since its establishment in 1905. He was one of the most distinguished leaders in the engineering field in the United States. He was the author of twenty-four books, the last of which, "An Introductory Textbook on Electrical Engineering," was published in 1928. Dr. Benton was a member of several scientific and professional societies and associations, including American Physical Society, American Institute of Electrical Engineers, American Association for the Advancement of Science, American Association of Engineers, Society for Promotion of Engineering Education, National Electric Light Association and Florida Engineering Society.

R. E. TULLOSS, president of Wittenberg College, Springfield, Ohio, has been elected president of the First National Bank and Trust Company of the city. This is high testimony to the regard in which one college president is held in an important city.

WALTER C. JETTON, principal, high school, Paducah, president, Kentucky State Education Association, has had an important part in magnifying and intensifying the influence of the school people of the state from the Purchase to the Mountains, in Louisville and the Blue Grass country, so that they are likely to be as great and wholesome a civic power as the educators of any state. He has been in the school service of Paducah for eleven years, a little longer than Superintendent L. J. Hanifan, who has as much achievement to his credit as any administrative public schoolman in the state.

FRANK L. McVEY, president of the University of Kentucky, has placed that institution in the forefront scholastically, and through the Department of Education it is professionally taking high rank in the preparation of secondary teachers.

JOSEPH S. AMES, president of Johns Hopkins University, Baltimore, is magnifying prompt service to science, civics and commerce. The Page School of International Relations, recently endowed, will open at once.

O. C. CARMICHAEL, president of Alabama College for Women, Montevallo, has been elected president of the Southern Association of Colleges for Women, of which there are forty-five colleges. Alabama colleges are keeping pace with the public interest in education and Dr. Carmichael is active in professional spirit of progress. His college is a state institution.

FRANCIS C. GRAY, who declined to serve as chairman of the Boston School Board, but serves as a member, has made a reputation comparable to that of Samuel B. Capen, James J. Storrow, David B. Scannell, Joseph Lee, Michael H. Sullivan, and other eminent citizens. The Boston Herald speaks editorially of his "earnestness, assiduity, and his sterling character." We have known personally, more or less intimately, every chairman of the school board for half a century, and they have been eminent citizens of Boston.

WILLIAM S. TAYLOR, dean of education, State University of Kentucky, has seen the professional spirit of the University rise to first rank nationally, which is demonstrated in the Training School building costing about $400,000, with the latest equipment in every respect. There is no university with a more up-to-the minute appointment than he has at Lexington.

FARNSWORTH G. MARSHALL, superintendent of Malden, Massachusetts, has a school system that specializes in being definitely valuable to the family and community as well as to the pupils and students.

In the language of John B. Colpays of Washington, D.C., the schools of Malden are "productive" to the taxpayers in many ways.

HARRY A. OVERSTREET, head of the department of philosophy of the College of the City of New York, is winning genuine distinction by sublime common sense in dealing with present-day problems.

Everyday Life in Russia

(Thirteenth Article)

By L. H. PUTNEY*

One of the weakest features of the Soviet government is the inequitable administration of justice, which is strictly a local matter so far as the individual is concerned. In spite of the fact that there are elaborate codes of both civil and criminal law, no such thing as justice exists in Russia today. What is right for the worker and party member is wrong for the *NEP* man and the leftovers of the old régime. To begin with, the courts are incompetent even when they are imbued with correct ideals. Let me describe to you a typical one—that for the important city of Vladivostok. It consists of an elderly woman aided by two jurors or "assessors" in the person of some workers, such as could be picked up by the dozen at the corner of Lenin and Octobre 25th streets. None of the triumvirate have had any legal training.

While I was in Vladivostok this court heard an important case in which a *NEP* man of good standing in the community was accused of "speculating," or, as we would say, of profiteering. The evidence was so flimsy that I do not hesitate to wager that in no other country in the world would any court have wasted its time listening to it. Such is the prejudice entertained by the Vladivostok court for advocates that the defendant did not dare to be represented by counsel. While the evidence was being presented, the judge actually had the bad grace to snicker. I was told that she was not accustomed to such a legal presentation as was made. It seems that whenever a worker is haled into her court, his defence is usually a recital of all the meritorious acts he has performed in behalf of the state, and that it is this that she considers no matter how irrelevant it may be. So without any ado this learned court found Mr. *NEP* man guilty as charged, and sentenced him to one year of "compulsory labor." The jails in the U. S. S. R are so full that the courts have resorted to the device of sentencing persons to pay half of their earnings to the state for a stipulated period. Sometimes they continue in their regular employment, and then again they are sent to another place to work. In either case it is known as "compulsory labor."

I have said nothing about the schools. Unfortunately it was vacation time while I was in the U. S. S. R., so I saw no schools in operation. I could have visited the usual "children's villages" shown to visitors, but they are no more typical than is the Lincoln School at Teachers College. One thing which surprised me greatly was to learn to what an extent Russia had public schools during the later years of the empire. Even the Soviet Year Book admits that in 1913-14 there were 104,610 primary schools with over seven million pupils, and 1,790 middle schools with 563,480 pupils. Comparing these figures with those for 1927-28, I find that while the number of primary schools has increased only about 11 per cent. the enrollment shows an increase of 45 per cent. In the case of the middle schools there are exactly twenty-nine more schools than in 1913-14, but there has been an increase in enrollment of over 43 per cent. It would be interesting to investigate whether the popularizing of education has been followed with such a decrease in instructional efficiency that the showing is negative.

Most of the better schoolhouses I saw dated back unquestionably to the tsarist period. In the smaller places, especially in Siberia, I observed a number of log schoolhouses which were of recent construction. The best feature about them was their playground apparatus. In their construction certainly no regard had been given to either lighting or ventilation. I would also venture the guess that the furnishings were as crude as those in the most primitive schools down South twenty-five years or so ago. That does not mean to convey the idea, however, that all schools in Russia are illy-equipped, for, as a matter of fact, much of the equipment will compare favorably with what we have back home. I visited a school supply house in Leningrad, and saw as fine maps and charts and globes as can be bought in America and at prices far below those prevailing there for similar equipment.

One characteristic of Russia is that nothing is fixed, and this is especially true in education. Textbooks and methods are continually being tried out in experimental schools, and that which is found worthwhile is being adopted, while that which fails to meet the requirements is rejected. This willingness to admit that some idea they have exploited is no good and to abandon it is one of the healthiest symptoms I observed during my travels through the U. S. S. R. It will be interesting to see whether the time-honored cultural subjects have been permanently eliminated from the curriculum; and whether everything in world history antedating the revolutionary era will continue to be taboo; and finally, whether in the years to come so much time and energy will be devoted to propaganda.

The most amazing sidelight I picked up on

*Foreign Representative.
Little, Brown and Company.

the situation came from the wife of an eminent Russian scientist. Her husband had been teaching for a year in one of our foremost American universities. I met her while en route home, and can truthfully say that I never saw a person who seemed happier to be getting home than did this little lady. Although her husband had been offered a permanent position in the university in question and at a much larger salary than he would receive in Moscow they had come back to take up their work there again, and to live in two rooms. To make the thing even more amazing, I must add that both of them were non-communists and consequently without any political rights; in fact, both of them belonged to the *ancien regime*, and were tolerated solely because the Soviet government had need of their superior ability. In the words of this lady, what she liked about Russia was that "nothing is stable; when you go to bed at night, you have no idea what the morrow will bring forth." Of one thing only was she sure, and this was that were the conditions which had prevailed in tsarist days to return (both she and her husband had belonged to the bourgeoise), she would leave Russia for the United States or some other western country. Surely you will agree with me that any scheme of life which will arouse in the *intelligentsia* such feelings is not to be scoffed at.

And now to conclude, let me say that I know no better tonic for an atrophied thinking-machine, nothing more likely to puncture the self-complacency of the average American, than a trip to the U. S. S. R. If one has any gray matter left in the cells of his brain, I can promise that he will do some of the profoundest thinking he has ever done. Where at first he saw nothing but the drab and hopeless, there will slowly appear touches of color and promise. Almost without realizing it he will begin to question just how necessary to comfort and happiness are our much boasted high standards of living. Time and again his mind will go back to the proposition of private property and with shock he will find himself speculating on whether in the end a more equitable distribution of wealth and the opportunities that wealth commands, may not be better for society. Little by little he will feel slipping from beneath him the ground on which he predicated his original hypothesis that without the incentive of personal reward there must follow a stifling of individual initiative. And, finally, in the spirit of an agnostic, he will boldly raise the question whether any country, his own included, is absolutely safe from a repetition of the so-called "Russian disaster." In fine, to get out of one's old mental ruts, I know nothing quite so promising as traveling in Russia, and this in spite of all its discomforts and irritations, which are legion.

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By ARTHUR DEAN

This is a terrible disease. It is very prevalent among adolescents and is increasing to an alarming rate with people old enough to be immune.

Chronic infantilism usually appears in early adolescence and is very contagious in colleges and in the upper years of the high school. This disease usually attacks factory workers, store clerks and office girls and boys very mildly. It practically never attacks individuals when they are alone or busy with useful work. It attacks crowds. It does its devastating work when people are herded in school or at a party.

Young people who are afflicted with chronic infantilism are usually very bright, well read, maintain good social standing, and belong to the best of everything going. They are good joiners of clubs, fraternities and sororities. The fact that they do get together is the reason that the disease spreads rapidly among them. If each went his own way and kept away from the gang he would be immune to chronic infantilism.

Take, for example, the college fraternity boy. Before he comes to college he may have been studious; he may have held opinions which were contrary to those of others; he may have been quite proud of his individual accomplishments. In short he was an individualist.

But now just watch him when he gets to college. He joins a fraternity. Here the bunch make fun of professors and laugh at the college ideals. They are quite high hat about what the college stands for and they think education is a joke. The group helps our hero to acquire a distaste for studies by sarcastic reference to those who do study. He becomes ashamed of his former ideals. He swallows college atmosphere — hook, bait, line and sinker. He becomes herd-minded. He has caught that terrible disease, "Chronic Infantilism."

AND GIRLS HAVE IT TOO.

"Adolescent hard-mindedness in girls," according to Dr. David Snedden of Columbia University, "is so new that most parents are surprised and dismayed by it. Even nice girls often get out of domestic control, since the social pressures of their associations determine most of their vivid valuations. The automobile, the commercial dance, the photodrama, clubs, summer camps, school fraternities, all intensify the process. Wealth, sports and perhaps especially parental ambition to 'let children have a good time' are all factors."

So, good friends, if you hear a group of youngsters who are contemptuous of family life, believe in the abolition of conventional moralities, and who would do away with the marriage ceremony and all religion, you will know that they have the disease of chronic infantilism.

If you see young married couples who still act and talk like high school and college youth, and call for "whoopee" and everything that whoops it up, you will know that they, too, are afflicted.

Doctors of psychology, education and what-not have not as yet evolved a cure. Some think that colleges should be less of a three-ring circus. Some hold that we need more training for leisure and more appreciation of what's worth while in life. Some favor slowing down a civilization that is always going somewhere besides home. Many stick to the idea that nothing can be done about it because the whole world is becoming standardized and there's no use trying to stem the tide. A few — and may the number increase — pack up their troubles in the old kit bag, fire them overboard, and live their own lives in their own way and let the herd go hang.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Compassion—I

The philosopher leaned against the marble rim of the old well and smiled. "See yon merchant," he said to his disciples. "He is well known in these parts. Notice how the beggars do not run after him with outstretched palms, neither do the sick raise up complaining voices as he passes. One would deem him by his indifference made of stone with a heart of ice, and yet no one in this part of the world is more compassionate than he. The very beggar restrains his hand and the sick his groan because of the love that enfolds him. Like one under the rule of the blessed spirit, his hand casts no shadow as it reaches forth in alms; giving in secret, he gives in humbleness and these bless him in their hearts because he does not advertise their suffering. Tonight, if you watched by the city gates you could see his servants feeding the hungry and clothing those who walk naked, lest anyone depart weighed down by the sorrows of the flesh.

"Looking upon this man I am reminded of Khilil Giriseh, the good merchant, in the days of Jalala'd Dhin.

"Khilil lived in Bagdad, and was a dealer in rare and precious rugs. In plying his trade he went far into the corners of India and saw with his own eyes how men knew nothing of the blessed spirit within, but thought only of the demands of the flesh; watching them struggle for earthly baubles, he became filled with a great pity and a great love for all the hidden spirits of men. So great became his love for the hidden spirit that he saw radiance in the faces of even those who sinned and glory in the eyes of the abandoned, while the heads of the poor seemed, in his eyes, circled with the seven fires of heaven. Wherever he went, therefore, he sought the hidden spirit as he sought hidden rugs, and rejoiced with exceeding joy when he was able to place a value on one in its owner's eyes and cause him to rejoice in its possession. Now it came to pass, of course, that in the search his own spirit blossomed and grew exceedingly beautiful and its radiance sifted through the thin veil of his flesh and enveloped him in a delicate rosy cloud, which was plainly to be seen by anyone whose spirit sat close to his earthly eyes; to the rest, of course, as is always the case, the rosy cloud was as invisible as the brightest star in broad daylight.

"Now it came to pass that in his seventieth year Khilil had four experiences which caused him great wonder and such perplexity of mind that he could not sleep his usual peaceful sleep. The first experience came on a hot day as his caravan plodded slowly across the sugar-fine sands of the great desert. The sun shone with exceeding brightness; there was no cloud anywhere, and yet at a moment when the merchant lifted up his face in sheer misery from the heat a cloud formed over his head, and a thin, cool slant of many-threaded rain poured down on him, wetting his brow and his beard and the haunch of the camel under him so that the weary beast lifted up his head and snuffed the air and screamed in the wildness of his delight.

(To be Continued.)

Compassion—II

"The second experience came not long after when Khilil stood alone, one night, on the desert, looking up at the eternal stars. His thoughts were those of the spirit and the darkness in which it dwelt in most men's minds, shut away from the light of the universe by the very eyes that should have been its glorious windows. Suddenly, as Khilil meditated, out of the darkness overhead came one long, clear golden slant of sunlight, resting itself gently on his broad brow and so illuminating the world about that the camel drivers rubbed their sleepy eyes and roused themselves, thinking the dawn had come.

"The third experience was no less wonderful. Khilil was sitting in his shop in the bazaar. Around him rose the clamor of many men buying and selling. In the midst of the dreadful din the sound of a reed flute grew into such beauty and strength that it overcame the noise of barter with its sweetness. As quickly as it came, it passed away as though he who had blown into the reed the beauty of his soul had ridden by on the wings of the hot wind.

"The fourth experience was even more wonderful and not so easily explained. In the silence of the night, as Khilil lay sleepless on his bed, a voice spoke to him in a strange tongue, whose accents the merchant never had heard before. That the voice was that of a friend Khilil knew in his heart, for the tone was kind and full of an infinite caress.

"The next day Khilil did not go down into the bazaar. Instead he called to him a white-haired sage and said: 'Friend, this and this has happened to me of late, and last night I heard a voice speaking in a strange tongue. What is the meaning of it all?'

"'I know not,' said the sage, 'but there is one who knows. Go, friend Khilil, to the great prophet Jalala'd Dhin. Of a certainty he will tell you all that you wish to know.'

"'I shall go this hour,' said the merchant, whereupon he settled his affairs and, saddling a fleet camel, set forth on the long trip to Ikonia, where the prophet dwelt.

"On the twentieth day the merchant reached the outskirts of the city of his desires. Being thirsty he stopped at the first well and causing his camel to kneel, dismounted and approached the stone curb. Then, only, did he see an aged man sitting as though waiting for him. In the hand of the aged one was a gourd full of sparkling water.

"'Drink,' said the aged one, 'O you of the rosy mist. Blessed are these eyes of mine to look thus upon the mantle God has thrown over you.'

"'Your water is cool and sweet to my lips,' said Khilil humbly. 'I have come forth to meet you,' said the other. 'I am Jalala'd Dhin.

"'Sandals of whose feet are blessed,' said the merchant.

(To be Continued.)

Compassion—III

"'Aye, blessed when walking in such service as yours,' said the sage, 'but come, sit here by the well and while you refresh yourself tell me the reason for your journey.'

"'Holy One,' said the merchant, 'I have had this and this experience. Such things are beyond the course of nature and I am afraid. Whether these things have really happened to me or are the creations of an old man's brain, I do not know. If of my brain, then must I arrange my affairs, for I shall surely die within the year.'

"As the merchant finished speaking, the sage took up the hem of his garment and kissed it and then laid it back in place. 'These things,' he said, 'have come to you from the spirit. They are all true. This is the meaning of each one of them:—

"'Is it not right that he who has refreshed many should be himself refreshed? Behold how the cool rain of thy alms returned to thee, cooling even

thy body, heated by an earthly sun. It was the Master's sending, and the Master's refreshments are without end.

" 'As regards the light in the desert night. Is it not right that he who has given the light of peace and happiness to so many should have light bestowed upon himself? Behold how the light of thy giving has returned to thee, illuminating even thy earthly body darkened by the disappearance of an earthly sun. The light was of the Master's sending, and the Master's light is without end.

"As for the voice of the reed flute singing in the marketplace, is it not right that he who has caused song of relief and contentment to wing its way to the hearts of so many others should be himself refreshed with song? Behold how the song of the grateful has returned to you giving joy to your earthly ears wearied by the noise of bargaining. The song was of the Master's sending, and of the Master's song there is never any end.

"The last experience fills me with the greatest hope and joy. O worthy one, it is no longer thy experience but belongs to the world and to every man. Behold, it was thine own voice returning to you. Is it not right that he who has spoken gently to so many should hear himself the words of gentleness? Thus said the voice you heard:—

" 'From me all beauty flows,
I draw all beauty to myself.

" 'Blessed is he who goes and comes clad in the beauty of his daily deeds.'

"The voice was the Master's sending, and of the Master's wisdom there is never any end."

"As he finished speaking, the sage, Jalala'd Dhin rose, and taking the merchant's hand, led him to his camel and assisted him to mount, and then taking the leading string walked ahead of the beast into the city and to his own home." The philosopher paused.

"Master," asked a disciple, "what did the sage, Jalala'd Dhin, mean when he said the voice Khilil heard was his own come back to him?"

"A fair question," said the philosopher. "Has not man the same free will as God? Therefore, need the Father answer when man can answer even to himself? What song shall a man hear but his own song, what gift shall he receive but his own gift, what shall be done unto him but that thing he does unto another?"

The Living Fountain—I

(Note: Every word of the traveler is truthful. The orchid in question grows in the tropics of Brazil.)

A certain great king once invited a traveler to a banquet. The scene of the feast was a beautiful garden, full of roses and flowering jasmine, alight with darting fireflies and the gentle flames of torches held aloft by the glistening black arms of Nubian slaves.

At the end of the garden, just above the banquet table, was a marble fountain with its gleaming white bowl full of darting goldfish. Into this fountain from a lion's mouth squirted a stream of clear, cold water from the hills. The king noticed as the feast progressed that the traveler's eyes kept straying to the fountain, and that he seemed, at such times, deep in thought.

"Friend," said he at last, "what is it about that fountain that interests you?"

"It is a beautiful fountain," answered the traveler, "and represents the labor of many artists and the spending of many pieces of gold."

"It is by far the noblest fountain in the world," answered the king. "The marble was brought from Spain, and the artist who carved it was a Greek whose fame has resounded around the world."

"And yet," said the traveler, "I have seen another fountain, far more beautiful; far more intricately carved; far more wonderful in many ways. You will understand what I mean when I tell you this fountain, instead of being cold and dead like that, was alive and active, producing its own jets of water; indeed, it had two, and serving no master but its own very self for which it made all that was made."

"You speak an incredible thing," said the king. "Tell us more about it. How can it possibly be that a fountain could be alive? Pray tell me did this fountain have gleaming gold fish in its bowl?"

"No, laughed the traveler, " it had no gold fish, for it needed none, but it had winged creatures in its bowl far more wonderful than fishes."

The king frowned. "You make sport of us," he cried.

The traveler rose and bowed. "As I live," he cried, "I tell the sober truth. I have seen this fountain with my own eyes, not one, but hundreds of them, for there is a land where they are as plentiful as these roses that incline their heads to us."

"Be seated!" said the king. "I shall forgive you if you tell me what manner of creature this living fountain is."

(To be Continued.)

The Living Fountain—II

"There is a country," said the traveler, "far from here, known as Brazil. In the jungles of this land, high on decayed trees, grows a gorgeous flowering orchid. From a distance it is but a mass of purple bloom, around which fly a hundred humming bumblebees. In the lower part of this plant there is a bowl, similar to this one of marble, only it is made of a flaming, crimson petal. Into this bowl two pipes, as slender as wheat stems, drip, drip, constantly, a cool liquid clear as water. About half way up the side of the bowl is an overflow pipe which prevents the liquid from rising to the top. All this is wonderful, but there is more to come.

"Above this fountain bowl is a mystic chamber with two open doors. The walls of this chamber are laden with curious tables, row after row of them, from which exude a sweet food of such alluring quality that the bumblebees struggle for it like so many eager children. As the doorstep leading into this mystic chamber is narrow, and placed just above the centre of the bowl, it happens, of course, that bumblebee after bumblebee is pushed off the ledge to drop with a whirring of wings into the fluid below."

"A marvelous thing!" cried the king. "I suppose the poor bees die in the bowl, and thus pay for their unseemly greed with their lives."

"Not at all!" laughed the traveler. "That is not the intention of the flower. All that has been done is part of a deep plan. To kill the bees would be to defeat the very purpose for which the food within the mystic chamber was prepared. No, indeed. The bees struggle in the liquid until their wings are thoroughly wet, then they try to crawl out and scale the slippery sides of the bowl. This cannot be done. No way of escape is left but the wide overflow pipe through which the surplus water drops to the earth. Down this, in a never-ending file, the bees crawl. Now on the roof of this pipe are set the precious stamens and pistils of the plant—the mystic mysterious organs that cause the seeds to become vital, living things. As the bees crawl down the pipe the wet, fur on their backs carries away some of the pollen. Just how this pollen is placed on the stigma of other orchids, I do not know, but we may be sure that a directing force of such wisdom as to make a living fountain has devised a way to bring this about."

As the traveler finished, the king rose and handed him a huge pearl. "The best story I ever heard," he said. "Take this gift as your reward. It is well for all of us, now and then, to hear a story of this sort. It makes us feel very humble. Here we are, endowed with consciousness and spiritual force, defeated in beauty, in invention, in perfect planning by some simple flower fastened to the trunk of a decaying tree. Do we need more proof to show us how great our destiny may be if we but make a right use of the powers within us?"

EDUCATION IN ACTION

One-Room Schools Vanishing Rapidly

The one-room school so characteristic of the early American education system is disappearing at the rate of almost 5,000 per year. In 1918, when figures were first compiled on schools of this type by the Office of Education, there were approximately 200,000 in the country. In 1927-28 the number had been reduced to 153,000. At the present time it is estimated that there are about 150,000 or less. The rise of the one-room school was due to circumstances. Sparse population in widely-scattered areas, oftentimes separated by geographic barriers, made necessary the concentration of public education in small units. With the improvement of transportation facilities, however, a general elimination of the one-room school has come about.

Survey Made Of Negro Education

The first comparative statistics on Negro school enrollment in the United States are in process of compilation, and for 1927-1928 the study reveals that there were 2,401,997 students in the schools of eighteen states. Of this number, 2,211,122 were in the elementary schools, 169,050 in schools of high school grade, and 21,825 in colleges, universities, and normal schools. There are among those enrolled in colleges 1,984 attending white institutions, it was pointed out. The number of Negro students who received a first-degree from colleges or universities in 1928 was 1,887. During the same year fifty-six received graduate degrees.

France Honors Yale President and Dean

The decoration of Chevalier of the Legion of Honor, awarded by the French government to James Rowland Angell, president of Yale University, and Wilbur L. Cross, dean of the graduate school, was conferred by Paul Claudel, ambassador from France to the United States, in February, prior to the delivery by him of the Francis Bergen Memorial Lectures. The ceremony was in the office of President Angell, in Woodbridge Hall, where a few guests had gathered to greet the Ambassador. Mr. Claudel spoke of the cordial relations which have long existed between France and the United States, and to the sentiment President Angell made a response.

New English Test For Foreign Students

Foreign students who plan to pursue a course of study at some educational institution in the United States will, in addition to other requirements of admission, henceforth be called upon to take a special examination which will test the ability of the candidate to understand and use the English language sufficiently well to study with profit in the United States. The examination, which will be conducted through the agency of the college entrance examination board, is to be given at a number of centres in Europe and Asia, and will be held for the first time at these centres in April, according to a recent announcement made by Professor Thomas S. Fiske, secretary of the board. The desirability of establishing such a requirement has been considered for some time. During the last five years the number of applicants for the privilege of pursuing studies in the United States has increased with great rapidity. American colleges and universities have always welcomed foreign students from all parts of the world, and American students have been cordially received in foreign universities. A requirement that the foreign student should be able to use English with comparative ease has really never been insisted upon by our American institutions. On the whole these students have been sufficiently familiar with the English language to make it possible for them to carry on their work.

Left-Handed Child Declared Normal

Is a left-handed child inferior to a right-handed child? Has right-handedness or left-handedness anything to do with intelligence or with school achievement? Should the naturally left-handed child be interfered with and changed by systematic training to right-handedness? Practical answers to these questions, as well as other factors pertaining directly to right-handedness or left-handedness, were sought in a survey made among more than 1,100 children in a Brooklyn, N. Y., public school by Dr. Ralph Haefner, of Columbia University. The left-handed pupil was found to be not a weakling, or "queer" as many people have supposed, but the equal of the right-handed pupil. Handedness, Dr. Haefner's survey shows, has very little to do with inferiority — or superiority. It cannot even be used as a guide to physical appearance, to strength or to differences in school achievement.

School Absentee Toll $17,000,000

That $17,000,000 was wasted in New York state last year, due to absence from school of children of school age, was the statement recently made by Raymond C. Keople, director of attendance for the Board of Education. In ninety per cent. of these cases the parents were foreign-born, he declared. In 1929 there were 406 convictions in police court of parents for neglect to send their children to school. One hundred and forty of these cases arose for non-attendance at continuation school. The fines amounted to more than $1,300. He said that no case gets into police court until every other resource has been used to get the child and its parents to comply with the law. He added: "Careful study seems to indicate that truancy, which may be defined as willful absence on the part of the children without the consent or knowledge of the parents, is a relatively unimportant factor in non-attendance, probably not more than four per cent." Mr. Keople said that he believes the delinquent child is more in need of care and kindness than scolding and punishment.

Woman Instructor Teaches Aviation

The reason why the bright youngsters, boys and girls of the Mt. Vernon, N. Y., high school, know so much about aviation and have their own club with a workshop, where they make models and study aviation scientifically, is because they claim to have the greatest instructor in the world. She is Mrs. Laura B. Harney, a teacher in the high school, who is faculty adviser for the aeronautics club of the high school. She is no theorist, either. Recently she received her pilot's license after the rigorous tests at Curtiss field. Consequently, when she gives her boys and girls instructions in aeronautics with the aid of models, they know what it is all about, and when they begin to ask questions they have an instructor who knows the answers. "I have been interested in aviation for three or four years," says Mrs. Harney. "I perceived the increasing interest in aeronautics manifested by the rising generation, and felt it my duty to pre-

pare to teach them intelligently. They had formed their club, boys and girls bright as buttons, and I couldn't very well afford to have any of my pupils know more than their teacher." Accordingly, Mrs. Harney began some real study of aviation. She took up instruction in all the phases, and she can design and construct a plane. She learned to operate them, and that is why the boys and girls in her class are considered by Curtiss field experts to be as alert a crew as they have met.

Princeton Sets Up School of Affairs

Establishment of a new School of Public and International Affairs was announced at Princeton, recently, by President John Grier Hibben, of Princeton University, in an address before the National Alumni Association of the university. The school will open in the fall. It is made possible by the generosity of a number of benefactors, but an additional endowment of $2,000,000 will be sought to carry on its work, Dr. Hibben said. The advisory board of the school will be composed of Chief Justice Charles Evans Hughes, John W. Davis, Owen D. Young, Dwight W. Morrow, Roland S. Morris, De Witt Clinton Poole, William Church Osborn and Albert G. Milbank. President Hoover, in a letter read by Dr. Hibben to the alumni, congratulated the university on the new undertaking. Elihu Root and other national leaders also sent letters of commendation.

Schoolboy Breeds Pigeon Champions

What to do with his time, after the sixth grade at Clifton Hill School dismisses, never bothers Arthur Glasebrook, Jr., thirteen, of 4247 Corby Street, Chicago. Visitors to the annual show of the Nebraska Pigeon Association at the auditorium recently remarked about the activity and efficiency of a lad who had the bill of his cap tilted up and his sleeves rolled and was busy helping feed and water the 1,500 birds on display. The winning exhibit of homers, listed officially as entered by A. B. Glasebrook, should have read "Glasebrook and Glasebrook." "We are fifty-fifty partners," his father explained. "Ever since Arthur has been able to toddle I couldn't keep him out of the pens. For quite a while now he has done most of the work, and caring for almost 200 birds takes a lot of skill and knowledge besides elbow grease. The profits from the business are split even." The business end doesn't fascinate the acting superintendent of the firm of Glasebrook and Glasebrook. He is content to leave most of that to the senior partner. "But just tell him that a race has been arranged, and then watch him in action," his father said. "The records speak for his ability along that line. Out of eight national races which the birds entered last year, he took five firsts and won second in two."

Bill Sets 15 as Age For Quitting Schools

A move to increase the minimum age in New York when boys and girls may leave school from fourteen to fifteen years was started by Senator Samuel H. Hofstadter and Assemblyman Abbot Low Moffat, Republicans, of New York City. The bill was drafted by the New York Child Labor Committee. "Year after year we come to Albany and pass bills protecting beast, bird and fish," a statement by the legislators said, "but nothing has been done for forty-one years to change the age minimum for children leaving school to go to work. This bill will give a chance for more education to the brightest group of children in the community and those who can profit most, who are now the only ones to leave school at fourteen, because they have finished the eighth grade. Many of these children are eager for high school privileges, but are forced to go to work by parents who fail to appreciate the value of education. This legislation would also help the state to meet more adequately the current demand for training in leadership, as this is the only group which has demonstrated that it contains material from which leadership can best be obtained." Pointing out that two states have a sixteen-year age minimum for leaving school and five other states a fifteen-year standard, the statement asked that New York be kept from lagging behind.

Laments "Degradation" Of King's English

No little alarm has been registered in London over the danger to the King's English through contagion of American talkies. Sir Israel Gollancz, professor of English language and literature in the University of London, has expressed some definite views on the question of the "degradation" of the English language in America. "The first point to be considered," said Sir Israel, "is that America herself is the 'galled jade' and so far 'our withers are unwrung.' Two years ago at the request of representative American scholars a conference, over which the Earl of Balfour presided, was held in London, with the object of discovering a means whereby the English language might be preserved from the barbarisms which threaten its very existence in America. Our American friends made it clear that they had no desire to hinder the natural development of speech or the differentiation of dialects in their country. They confessed, however, that the fear which confronted them, appalling as a nightmare, was a cleavage between the English spoken in America and the standard speech in this country. That is a fear which appears to be entirely justified, but it concerns America, not us. An executive committee was formed, of which I was made a member, but our American friends have so far been backward in making themselves heard, and little or nothing appears to have been done. There is a very real and grave danger in the situation, and cultured Americans feel greatly concerned about it. From all ends of the earth fresh barbarisms are pouring into the country. The English language in America is like the herd of Gadarene swine, but we may hope that it may not altogether annihilate itself. I still have a belief that the London conference will prove not to have been in vain."

Pennsylvania Honors Five Veteran Professors

Five senior professors of English, whose combined terms of service at the University of Pennsylvania total 185 years, were guests of honor at a reception by Samuel F. Houston, a trustee of the university, at his Chestnut Hill home in Philadelphia recently. The veteran faculty members are Dr. Felix E. Schelling, John Welsh centennial professor of history and English literature; Dr. Josiah H. Penniman, provost of the university and professor of English literature; Dr. Arthur H. Quinn, professor of English; Dr. Clarence G. Child, professor of the English language, and Dr. Cornelius Weygandt, professor of English literature. Thirty-three years ago these five men, together with Dr. Morton W. Easton, who has since died, constituted the entire teaching staff of the university's department of English. The five are still active in the university's service, but the English department which they manned in 1897 now has a faculty of fifty-three members who give instruction in English to 16,000 students yearly.

Patrol Wagon to Keep Schoolboys Off Streets

Because an unusual number of children of high school age have been roaming Rushville, Ind., streets late at night, police were ordered by the city council to arrest them and take them home in the patrol wagon. In second offence cases parents or guardians are to be charged with delinquency.

Irwin Heads First Albanian College

Assistance given Albanian students in the Boston University theological class many years ago by Professor Samuel W. Irwin, of East Greenwich, R. I., former headmaster of East Greenwich Academy, was remembered by many of today's leading Albanian citizens, when Professor Irwin was asked to head the first college to be organized in that country. The new institution, which he will head, is prepared to open in March, and Professor Irwin is making final preparations for his departure. The chief stipulations made by the Albanian Government, in the formation of the College of Albania, are that all teaching be done in English and that all instructors be English or American, with the exception of the teachers of history and literature, for which the government will furnish a native teacher. A campus of 500 acres is located five miles from the port of Durazzo, and the first building is being completed. Membership will be for boys until the women's unit can be built, Professor Irwin reported. There will be three groups of the student body, preparatory, college and postgraduate.

Survey Shows Less High School Drinking

Indications that there has been less drinking among high school students, under the prohibition law, than there was prior to its enactment, were described recently, as being reflected in reports in a survey being made at the request of the Law Enforcement Commission. J. W. Crabtree, secretary of the National Education Association, said that his organization had been asked by the commission to aid it in making contact with sources of information and that early reports that he had seen indicated that there was less drinking by students, under the dry law, than had been before. Mr. Crabtree said that while he did not feel at liberty to make public the reports, his familiarity with school conditions had led him to anticipate such a result. He added that he expected the findings of the survey to be made public soon. His organizations, Mr. Crabtree said, had been called upon by the commission to furnish the names of high school principals over the country, who in turn were requested for information upon the subject. Thousands of principals already have complied with the request, he added.

WANTED: SALESMEN

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TREND OF THE TIMES

MODERN TRENDS toward mergers, resulting in "new forms of absentee ownership" in industry, establishment of fixed age limits for workers and continued exploitation of unskilled, unorganized labor, demand increased vigilance and activity by social welfare organizations, Mrs. Florence Kelley, general secretary of the National Consumers' League, declared.

DOES THE HOME offer the safest shelter against fatal accidents? According to a study which was made by the statistical bureau of a great insurance company, stairs, open windows, slippery floors, chairs and beds make the home the most dangerous place for the happening of fatal falls. In 1928 over sixty-five per cent. of the fatal falls which occurred among women in Canada and in the United States happened in the home. Among men the proportion was thirty-three per cent.

A MOVEMENT to observe the Mohammedan Sabbath on Sunday instead of Friday is the latest step in the westernization of Turkey. A bill to come before the Parliament soon will exchange the Turkish names for Sunday and Friday to placate the orthodox.

RECOGNIZING the importance of accurate maps to engineers, President Hoover has announced his intention of asking Congress for funds to speed to completion the topographic mapping of the United States. Under his plan the job will be completed in eighteen years, instead of eighty-eight years, the time required if the work proceeds no faster than its present rate. So far the work is less than half done.

RETIREMENT of all United States notes, gold and silver certificates, and Federal Reserve notes of the larger size to and including denominations of $50 and replacement of them by the new and small size currency, has been ordered by the Department of the Treasury to begin with the new year. The retirement operation will take place as fast as the large sized bills reach the Federal Reserve Banks and without consideration of the fitness of the currency for future circulation.

RAILROAD EXECUTIVES estimated at their conference with President Hoover that capital improvement expenditures for 1930 would amount to approximately $1,000,000,000, and might exceed the record for equipments, construction, etc., in 1923, when the railroads expended $1,059,000,000.

UNDECORATED GRAVES of 377 American women who lost their lives in France during the World War are to get their just tribute at last from the hands of the dead women's living sisters-in-arms. Several thousand American women who served overseas in 1917 and 1918 are now planning a great pilgrimage to France in the Spring. They will convene in Paris as the guests of the French government, and will decorate the graves of their comrades who made the supreme sacrifice.

"TO THIS EUROPEAN generation the idea of a United Europe is by no means distasteful," declares Th. Stauning, Prime Minister of Denmark. "The chaotic state in which the great war left Europe calls for sober thought, and many of us now look with admiration to the United States of America as an example for Europe to follow."

HOMESTEADERS from Great Britain are coming to the fertile land of the Peace River country of Western Canada in increasing numbers, and the farming industry of Canada looks forward to a year of greater prosperity than ever before, it was authoritatively stated. The movement of homesteaders is increasing rapidly, and many farmers in Western United States are selling out their farms and moving into Canada.

BOUND FEET have been discovered on 50,357 Chinese women in Peiping alone by the customs correction corps of the Peiping bureau of social welfare, and they have been instructed to unbind their feet at once. A short period of grace is permitted the women to unbind their feet, and after the expiration of the time fixed, the corps states that a thorough check-up will be made, and those who have not complied will be punished. Officials are stationed at all city gates and armed with large scissors, with which they are instructed to snip off the queues of conservative farmers who persist in wearing the ancient hirsute adornment.

PUBLIC DEBT decreases more than a billion dollars during 1929, amounting to $16,300,921,501 on December 31, reports the Treasury Department. Its highest peak was reached in 1919 with $26,596,701,648.

The BOOK TABLE

HOW THE WORLD IS HOUSED. By Frank G. Carpenter. New Industrial Readers. Cloth. Profusely illustrated. 382 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is one of three highly valuable industrial readers which make the study of geography connect the whole world and the growth of civilization for all time to the home life of American boys and girls of today.

These Industrial Readers magnify school geography, but they do more in that they establish a school habit of reading intelligently the present-day conditions which have a wholly new significance, because America has a world interest industrially, commercially and socially as it never had before.

This new method of linking economics and sociology with geography is to be as far beyond former study of geography as sending mail by airplane is beyond former mail service.

EXPERIMENTS IN HEALTH. By J. Mace Andress, Boston School of Physical Education, and Maud A. Brown, University of Kansas. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

When pupils reach the seventh and eighth grades they should cultivate a scientific attitude toward health problems. The scientific mood is cultivated by doing things in a scientific way. Pupils should acquire a solid foundation of facts, scientific points of view, and reliable health habits in dealing with health problems.

This Manual from start to finish meets this requirement scientifically and in every application of detail.

PRACTICAL ARITHMETIC WORK BOOKS. By John Guy Fowlkes, Thomas T. Goff, William S. Taylor, and Wendell W. Wright. Seven Work Books. 8 by 11 inches. 72 pages each, heavy paper covers. New York: The Macmillan Company.

These Work Books are the latest in every plan and device for promoting practice in number achievement. They tend to develop self-reliance on the part of children, with the least possible draft upon the teacher's time and nervous energy.

UNAFRAID, BIOGRAPHY OF ANNE HUTCHINSON. By Winnifred King Rugg. Boston: Houghton Mifflin Company.

Anne Hutchinson had the misfortune to be born several centuries before her time. She was a brilliant woman; an independent thinker; having a too ready tongue, which was her undoing.

The title "Unafraid," which Mrs. Winnifred King Rugg has given to her biography of Anne Hutchinson, is entirely suitable. One should not infer from it that the biographer is blind to Anne's faults. The greatest merit of the book—and it has many merits— is its fairness to all whose characters pass in review within its pages. Even those Puritan dignitaries who revealed unlovely traits in dealing with this woman are accorded honest treatment.

Women will follow with special sympathy the vicissitudes of the first outstanding woman in America's history; founder, incidentally, of the first woman's club in the New World. Men, too, will discover in "Unafraid," the early beginnings of "how they got this way."

The past comes back to us in this story of an interesting personality; a feminist who was likewise true wife and mother; a dissenter from Calvanistic dogma who found practical outlet for her faith in neighborly deeds and an unwavering bravery.

With scrupulous fidelity to the recorded facts, Mrs. Rugg has touched those facts to life with the wand of imagination, performing the role of biographer with rare grace of language and piquancy of comment.

Suitably enough, "Unafraid" arrives with the dawning of the Massachusetts Bay tercentenary. It is not, however, a book of a single year, but a permanent contribution to literature and life.

CHILDREN ARE LIKE THAT. By C. Madeline Dixon. Illustrated by Ruth Hambridge. Cloth. New York: John Day Company.

This is a unique presentation of child life in a nursery school, a panorama of child life taken by adults who have looked on as unobtrusively as possible.

The group was a good cross section of types. Here the child's contemporaries contributed so variedly because of differences in race and background and circumstance. Here were embryonic internationalists.

The group included children of the rich, Jewish children, Quaker children, orphans, the rector's daughter, the farmer's child, a Russian child, an Italian child, a colored child, children of the village workmen and children whose parents help to run a big city, a scientist's son, and the child of a cleaning woman.

MASTERY WORD LIST (An Abridged Edition of the Mastery Speller). Grades II-VIII. By James H. Smith, superintendent, Aurora, Illinois, and William C. Bagley, Teachers College, Columbia University. Cloth. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

"Word Study" is now as vital to achievement of success in any phase of modern education as a budget is to safety in institutional finances.

This abridged edition of the "Mastery Speller" brings that remarkable study of words down to the everyday use of readers and writers as the transforming system steps hydro-electric power down to family use in making coffee and boiling eggs on the table, heating curling irons and freezing ice.

The grading of word lists makes the book as useful in school as a schedule is in a platoon system.

THE WINGED HORSE. The Story of the Poets and Their Poetry. By Joseph Auslander and Frank Ernest Hill. With Decorations by Paul Honore. Educational Edition. Cloth. 450 pages.

THE WINGED HORSE ANTHOLOGY. By Joseph Auslander and Frank Ernest Hill. Educational Edition. Cloth. 669 pages. Garden City, New York: Doubleday, Doran and Company, Inc.

"The Winged Horse" is an entirely new story of poetry. It has the most about poetry and poets, artistically and biographically, with unimportant and uninteresting poets and poetry omitted, that has ever been grouped in one book of 450 pages.

Each of the twenty-eight chapters of from eight to twenty-eight pages is complete in itself, and yet is indispensable to the complete and inspirational story of the world-famous poets and poetry.

"The Winged Horse Anthology" is probably the first attempt to bring into one volume four hundred and fifty pages by one hundred and fifty poets, from Chaucer to Edna St. Vincent Millay. The two volumes are a possession that no one can think of being without if he has a love for poetry or a passion for acquaintance with famous personalities.

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GRINS BETWEEN GRINDS

Sure Enough

Teacher—"Tom, can you tell me what a hypocrite is?"

Tom—"Yes, ma'am. It's a boy that comes to school with a smile on his face."

What's the Difference!

A medical examination had disclosed the fact that Sam Johnson had a floating kidney, and he was quite worried over it. Meeting the pastor of the African Baptist church on the street, he asked for help.

"Reveren'," he said, "de doctoh done tole me Ah got a floating kidney and Ah wish you would say some prayers fo' me next Sunday."

"How come prayers fo' a floating kidney?" inquired the good pastor, "all mah congregation would bust right out laughing."

"Ah don't see why," insisted Sam. "Last Sunday you done prayed fo' all the loose livers."

Credit

"Say, doctor," said the brawny scrub-woman, "yer gettin' a perty good thing out of tendin' that rich Smith boy, ain't yer?"

"Well," said the doctor, secretly amused, "I get a pretty good fee, yes. Why?"

"Well, Doc, I 'opes yer won't ferget that my Willie threw the brick that 'it 'im."

All in a Good Time

"I suppose this rain will do the crops a lot of good?"

"Ye're right, sir. An hour of it will do more good in five minutes than a month of it would do in a week at any other time."

Proposed to Remain Single

She was lecturing on the wrongs of poor, downtrodden woman. Finally she put this question:—

"Is there in this hall a single man who has never spoken an unkind word to his wife?"

At once an old man jumped up.

"I'm that single man," he said, "and I mean to remain so."

Was a Gift, Not Inherited

A certain bishop walking down a city street one day came across a costermonger swearing most lustily. Said the bishop: "My good man, wherever did you learn to use such dreadful language?"

Said the costermonger: "Lord love you, sir, you can't learn it; it is a gift."

Willing to Do His Best

"I hope you'll dance with me tonight, Mr. Jones."

"Oh, rather! I hope you don't think I came here merely for pleasure."

One Place to Get Ideas

Brewer—"I like to meet people who have ideas, you know."

Stewer—"Well, come up to my house some evening and meet the wife."

Tough Material

A group of professional men had gathered in the lobby of a hotel. They proceeded to make themselves known to each other.

"My name is Fortesque," one said, extending his hand, "I'm a painter; I work chiefly in water colors."

"Indeed," chimed in another, "I'm an artist too; I work in bronze."

"Well, this is fine," a third broke in, "I'm a sculptor; I work in stone."

Then a little bespectacled fellow who had been inclined to keep apart stepped up, with a dry smile.

"Glad to make the acquaintance of you gentlemen, for I have a common interest with you. I'm a college professor; I work in ivory."

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If the Flag Could Speak

By Selden Carlyle Adams
National Education Association

Beneath my folds soldiers have fought in defence of their passion for liberty, and under the inspiration of my symbolism statesmen have built a republic dedicated to the ideal of the sovereign rights of free citizens. I have seen the growth of a model system of public schools seeking to offer a fair start in life to every boy and girl. I have encouraged the scientist in his search for the truth, the merchant in his contribution to human wealth, and the laborer in his toil to provide for human comfort. For a century and a half the sons and daughters of Europe and Asia have looked upon me as the emblem of hope and opportunity.

But with all that glorious history there are moments when the breezes cease to blow, and I must droop in shame at the knowledge that in the great land I represent, the bodies and spirits of little children are being broken in mines, factories, and mills; that corruption has found its way even into the municipal halls of my great cities; that in the hearts of some citizens sheltered by me there abides a spirit of hate for fellowmen; that I have not been permitted to play a part of larger usefulness in the work of benefiting all mankind regardless of nation, creed, or color.

What of my future? It rests with my sovereign citizens, and in them have I placed my trust that the day may come when I shall wave over a million schoolhouses all providing equal opportunities for the guided growth of childhood; over federal institutions in which there will abide a genuine concern for the safety and prosperity of the whole world; over factories where the rights of mankind will be upheld; over halls of business dedicated to unselfishness; and over churches truly consecrated to the loftiest ideals of Christian brotherhood.

—Midland Schools.

Who Killed Good Government?

"I," admitted the busy man. "I said I hadn't time to attend to civic duties. I did not vote."

"I," regretted the thoughtless woman. "I let a rainy election day keep me from the polls. I did not vote."

'I," bewailed the lazy citizen. "I declared I wasn't interested in politics and I never used my ballot. I did not vote."

"I," cried the pessimist. "I excused myself from my duties as a citizen by saying that all candidates are bad and it wasn't any use to vote. I did not vote."

"I," confessed the delinquent voter. "I was a 'rocking chair patriot,' and quieted my conscience by telling it that the election would go all right without my help. I did not vote."
—Pennsylvania Bulletin, League of Women Voters.

Robert Louis Stevenson's Code

Resolved:

To work "a little harder" and with determination and intelligence.
To remember enough of the past to profit by its mistakes.
To "worry never," but to think seriously of the future and not only of today.
To "play the game" fairly.
To be cheerful and keep smiling.
To perform my duties faithfully.
To develop courage and self-reliance.
To be kind to dogs and other dumb animals.
To cultivate economy and to waste nothing of value.
To look well after my health, and spend as much time as possible in the "great out of doors."
In the development of business to seek quality rather than quantity.
To keep thoroughly posted and "know more" about the business in which I am engaged.
To co-operate earnestly and sincerely with all my business associates.
These things let us resolve to do at all times and under all circumstances.

Some of the Things Roosevelt Said

This country will not be a good place for any of us to live in unless we make it a good place for all of us to live in.

Aggressive fighting for the right is the noblest sport in the world.

The nation's most valuable asset is the children, for the children are the nation of the future.

Try to make things better in this world, even if only a little better, because you have lived in it.

The real heroisms of life are the doings of the little humdrum things promptly and unostentatiously.

Success comes only to those who lead the life of endeavor.

I made my health what it is. I determined to be strong and well, and did everything to make myself so.

Wanted!

A teacher who can find things to be done without the help of the superintendent, the principal, and three supervisors.

A teacher who gets to school on time in the morning and who does not push the children out of the door in an attempt to reach home by three minutes after 4 o'clock in the evening.

A teacher who is neat in appearance and who does not sulk because of an hour's overtime in emergencies.

A teacher who listens carefully when spoken to and asks only enough questions to insure the accurate carrying out of instructions.

A teacher who moves quickly and

makes as little noise about it as possible.

A teacher who looks you straight in the eye and tells the truth every time.

A teacher who does not pity herself for having to work.

A teacher who is cheerful, courteous to everyone and determined to "make good."

A teacher who, when she does not know, says: "I do not know, but I will try to find out."

—Bulletin, Department of Education of Missouri.

Proves Perseverance Wins

If it's right, there's a way to do it, is how Alda Martell, University of Washington sophomore, paraphrases a well-known motto, and has just proved it in dynamic fashion, for with only $3 in her pocketbook and five months of the academic year remaining, she has received a check for $100 as the outstanding freshman girl of the past college year. "I am delighted of course," she exclaimed, in telling the experience to her associates and friends, "for, with what I can earn, this award will enable me to finish the year." The Isabella Austin award from which the money given Miss Martell was taken, is made annually on the basis of scholastic record, participation in activities and need of assistance. Miss Martell's freshman scholastic record shows two-thirds A, with the rest B. She is a member of the varsity debate squad, and was the only freshman on the team last year. She belongs to Athena Debating Society, to Kla-How-Yah, sub-chapter Phrateres and is vice-president of the group; to Spurs, Wesley Club and Kappa Phi. She is a journalism student, at present on the University Daily News service, and last year was a member of the staff. She carries a full class schedule and earns her way by caring for the furnace in the house where she lives, and waiting on table.

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